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Teamskills and Community development Toolkit: Activities And Exercises To Build High Performance Teams Engaging In High Impact Local Community Development Projects

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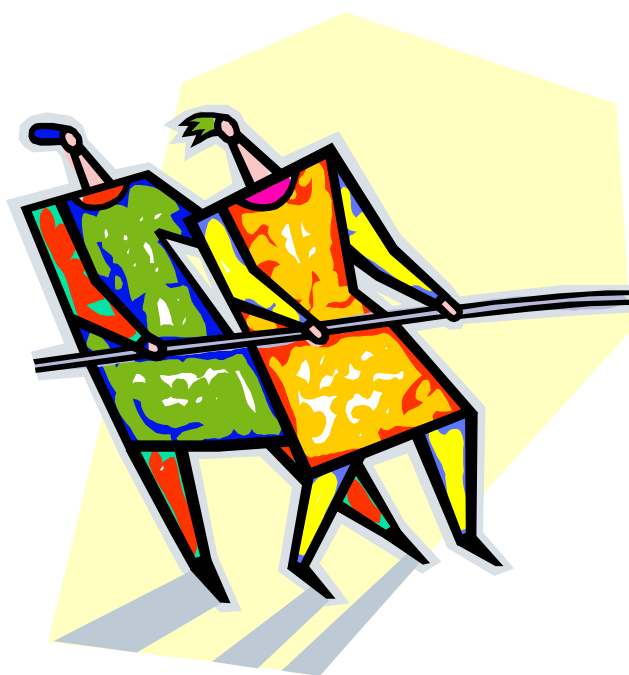
Recommended Citation

Reavley, Martha A. and Reavley, Martha A.. (2015). Teamskills and Community development Toolkit: Activities And Exercises To Build High Performance Teams Engaging In High Impact Local Community Development Projects. *Teamskills and Community development Toolkit: Activities And Exercises To Build High Performance Teams Engaging In High Impact Local Community Development Projects*.

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Team Skills and Community Development Tool Kit



Activities And Exercises To Build High Performance Teams Engaging In High Impact Local Community Development Projects

Management and Organizational Life 71-240

Martha Reavley, Ph.D.

Fall 2015

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Team Assignment 1

Building the Team Charter

**Applying the Competing Values Framework and Practicing the Fundamental State of Leadership within
Your Team**

Team Assignment 1 – Creating the Written Team Charter

You are now joining up with your community development project team. Remember the perceptual process and that first impressions matter – really matter. In this assignment, you will discover the competing values profile for your team. You will consider how you can work together effectively to enact all 8 practices of the fundamental state of leadership – as individuals and as a team – always focused on working with ever-increasing integrity.

Assignment Instructions

Team Assignment 1 consists of 7 parts. As a team, complete all seven parts. Each team will submit one hard copy of the assignment for assessment in class and 1 copy via BLACKBOARD.

Team Development



Teams move through four stages of development¹. You are in the forming stage right now. Here you are coming together and learning more about the strengths of each other. You will reveal your values and Competing Values preferences and see how you can form a cohesive unit that makes the most of these variables.

The storming stage comes next. You need free flowing communication here – this is very essential. Commit, as an individual team member, to contribute your ideas and to listen very deeply to the ideas of others.

The norming stage is where patterns of interaction become ingrained. You want to ensure that these patterns contribute to high performance. Norms are the acceptable ways of behaving. Expect high standards of yourself and all your team members. The Team Charter is written document that enshrines the performance norms. Remember to include attitudes as well as behaviours.

Performance comes last – after the storming and norming. It flows from the processes that have occurred in the previous two stages. If performance is not what the team envisioned – that is the time

1

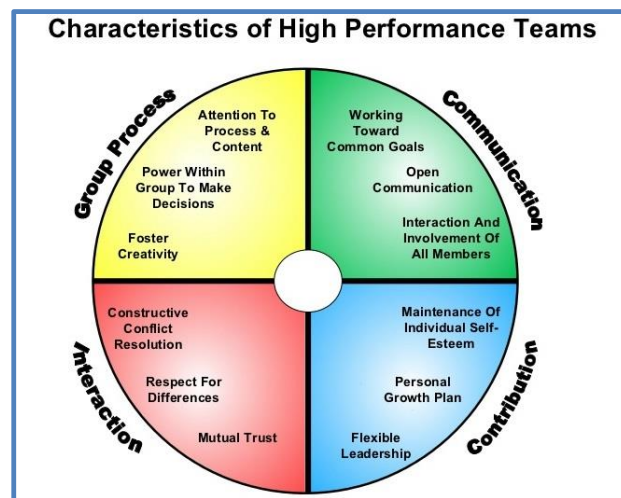
https://www.google.ca/search?q=jensen+high+performance+teams&espv=2&biw=1920&bih=971&tbm=isch&tbo=u&source=univ&sa=X&ved=0CDkQsARqFQoTCLSe49rY4scCFUOUkgodFrsJkA#imgrc=eGfXxOe0_ty3yM%3A

to go back and talk about things – and storm some more and craft norms that better suit your mission, vision and values and performance goals.

Characteristics of High Performance Teams

Set a team goal to become a high performance team. Use the competing values framework to think about needs to happen.²

- In collaboration – encourage the group process.
- In create – encourage open communication – this is where the new ideas come from. Build on the other ideas of others. Ask “what if..?” questions.
- In Compete – look to have everyone playing a role. Don’t under-estimate others and don’t under-deliver yourself.
- In Control – provide for constructive conflict resolution. Build trust in others by being dependable – that what you want in the team “system”.



High performance teams have the benchmarks of team excellence³.

²

<https://www.google.ca/search?q=jensen+high+performance+teams&espv=2&biw=1920&bih=971&tbm=isch&tbo=u&source=univ&sa=X&ved=0CDkQsARqFQoTCLSe49rY4scCFUOUkgodFrsJkA&dpr=1#tbm=isch&q=images+of+high+performance+teams&imgsrc=H-KQJDPx8k5PeM%3A>

³

https://www.google.ca/search?q=jensen+high+performance+teams&espv=2&biw=1920&bih=971&tbm=isch&tbo=u&source=univ&sa=X&ved=0CDkQsARqFQoTCLSe49rY4scCFUOUkgodFrsJkA&dpr=1#tbm=isch&tbs=ring%3ACb3zRfJjCrPYIjiYCeJFaA5u9d5-BH7cNvxEjd-AoISN-e7iUN8Y2IYxh8JN9zRHNh3mihrqXgaWptXDk2gCEcNMqSoSCZgJ6MVoDm71ETr3j-Z_1-XihKhIJ3n4Eftw2_1EQRpbGW7TBomWsqEgmN34CiVI357hGfEaz3aEI5SCoSCeJQ3xjYhjGHEb2ljzo4f-8TKhIJwk33NEc2HeYRmtEDI-WPHK0qEgmKGupeBpam1RHMn9HzLjEWbSoSCcOTaAIRw0ypET93ONj_1jBAP&q=images%20of%20high%20performance%20teams&imgsrc=4IDfGNiGMYfVSM%3A

- They have strong authentic leadership.
- They are committed to one another and to the team objectives.
- They are results driven. Their personal goals are aligned with the team's.
- They are passionate about the team, in their work for the team and the team's goals.
- They have a high level trust for the trust team and as a results they empower other team members.



The Team Charter: A Tool for Building Effective, Performance-Driven Teams

Many, or most of us, have been part of successful teams. We knew that we had achieved results that we could not have without the efforts, expertise and commitment of our team members and full commitment from ourselves. The experience was rewarding and satisfying – we were energized and motivated and felt proud of what we accomplished on our own and within the team. We felt that we were challenged and that we learned and grew – as leaders and followers.

My Best Experience in a Team

Talk about this with your team:

What was your greatest team experience ever? What made it so good? Was it winning? (do remember that even bad teams can win) Was it the friendships? Both of these factors? What was the “culture” of the team? What were the team's values? What were the formal and informal rules of the team?

As well, many of us have been part of teams that failed and perhaps even part of winning teams that still failed “as a team”. When teams fail – even when they do accomplish their goal – be it winning the championship, getting an A, or accomplishing something else, we are left feeling cheated, disrespected, alienated and angry. We feel disempowered and resentful and harbour negative feelings toward our

team members. In short, being part of failing team is a terrible, stressful experience. There is a sense that one or more of us has not done our best work and that knowledge means the team was not successful.

My Worst Experience in a Team

Talk about this with your team:

What was your worst team experience ever? What made it so negative? Was it losing? (don't forget that even really bad teams can win) Was it the friendships? Both of these factors? What was the "culture" of the team? What were the team's values? What were the formal and informal rules of the team?

Plan for Success

The purpose of the team charter is to set the framework for success, effectiveness and rewarding interaction within the team. In essence, the charter contains "the rules of engagement" – how you will work together. The charter is a key ingredient in creating the work and relationship culture of your team. Much as in other living organisms – culture will promote or inhibit growth and development.

How can we Maximize our best team experiences in this team?

Talk about this in your team:

How can you bring the strengths, attitudes and behaviours from your very best team experiences into your community development team? How can you minimize the pitfalls you encountered in the worst team you experienced?

The Team Charter

In the Charter you will:

- Commit to being a high performance team;
- Set a framework for leadership growth and development of every member;
- Establish mutual, purpose, respect and meaning in all communication;
- Set the culture for high performance in the service of others.

Thoughtfully building an effective team charter to frame team interactions is an important means of working toward a successful team experience and toward team success in achieving the project goals. It also is the medium for promoting, achieving and sustaining personal success and fulfillment.

Strong charters are motivational for the team and its individual members. They create working relationships that foster excellence and lead to the creation of high performance teams. They facilitate leadership development. This is what you want the team charter to do for your team – bring out the very best in you and in every team member and create a team that is focused, energized and truly more than just a collection of individuals.

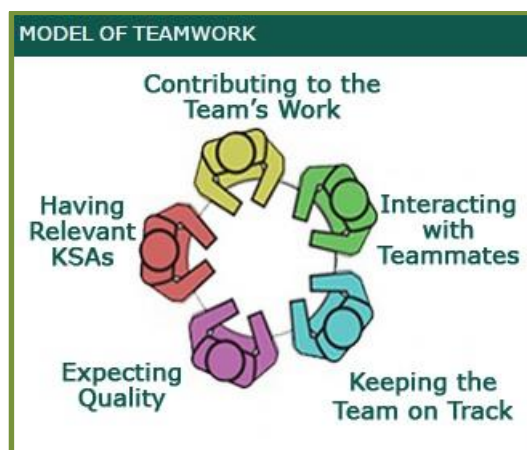
The activities in this first team assignment form the basis of the creation of your Team Charter. The Team Charter is the framework that will guide your team in its work this semester. A strong Charter will result in achieving the highest possible goals in your philanthropic project. It will provide for the development of personal leadership. It will allow members to grow, to take risks to accomplish personal goals and to flourish.

1. As a team, you will review your individual Rokeach Values results and your results from the CVF. You will integrate these results into a sort o
2. You will also consider the 8 aspects of the Fundamental State of Leadership (FSL). You will create a list of team practices (The Charter) that will provide the foundation for the growth and development of each of the 8 FSL aspects.
3. Additional aspects for inclusion in the Charter are detailed later in this assignment.

CATME: A Note on Team Member Assessment

CATME measures 5 essential aspects of team behaviour⁴. These are the behaviours that you will use to assess yourself and your team mates.

⁴ <http://info.catme.org/>



Showing Leadership in Completing the Assessment

Look at the scale used to assess team member contributions to the work of the team.

Contributing to the Team's Work				
Kendall Allen				
Addison Anderson				
Pat Lopez				
Jessie Smith				
Description of Rating				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> Does more or higher-quality work than expected. Makes important contributions that improve the team's work. Helps teammates who are having difficulty completing their work.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Demonstrates behaviors described immediately above and below.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> Completes a fair share of the team's work with acceptable quality. Keeps commitments and completes assignments on time. Helps teammates who are having difficulty when it is easy or important.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Demonstrates behaviors described immediately above and below.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> Does not do a fair share of the team's work. Delivers sloppy or incomplete work. Misses deadlines. Is late, unprepared, or absent for team meetings. Does not assist teammates. Quits if the work becomes difficult.

Few of us are **consistently** at the 5 level. Most of us – if we are strong team members would be in the 4 range – performing some of the 3 behaviours and some of the 5 behaviours. Scores of five are very rare. In completing the CATME, you must very carefully consider your own performance and that of your team members. You must also supply written feedback that justifies your score. If team members are given all 5's or all 1's the instructor will consider the evaluators capabilities and their commitment to completing the exercise. Thoughtless rating indicate poor leadership development.

Each team member will be assessed by every other team member in relation to the extent to which that member exhibits the FSL principles on a consistent basis and adhere to the defined charter behaviours.

Remember that your individual performance on each team aspect of this course will not necessarily be equal to the team grade. Your individual grades are adjusted based on the team evaluations and the

observations of the instructor who take into account class attendance as well as general observations of the quality of your interpersonal interactions in the team and in the class.

Team Assignment 1

Submit a hard copy of each of the following 6 parts for this assignment and post 1 team copy to BLACKBOARD.

Part 1 Team Values

Instructions:

As a team, you will review your individual Rokeach Values results and your results from the CVF. You will integrate these results into a sort of “personality profile” of your team.

Each member of the team has a list of her or his Top 3 terminal and instrumental values from Individual Assignment 1. Refer to these lists.

Make a team list of all the values.

What are the differences and similarities?

Create a list of the team’s top 3 terminal and instrumental values:

- 1. In the chart below, write down your top 3 terminal and instrumental values for your team.**

Ranking	Terminal Values	Instrumental Values
1		
2		
3		

- 2. What will the team begin doing today to ensure that each member’s behaviour and attitudes respect and reflect your top team 3 terminal and instrumental values? Identify very specific behaviours and attitudes.**

Write your team answer here

Team Assignment 1 - Part 2

The Competing Values Framework and Our Team

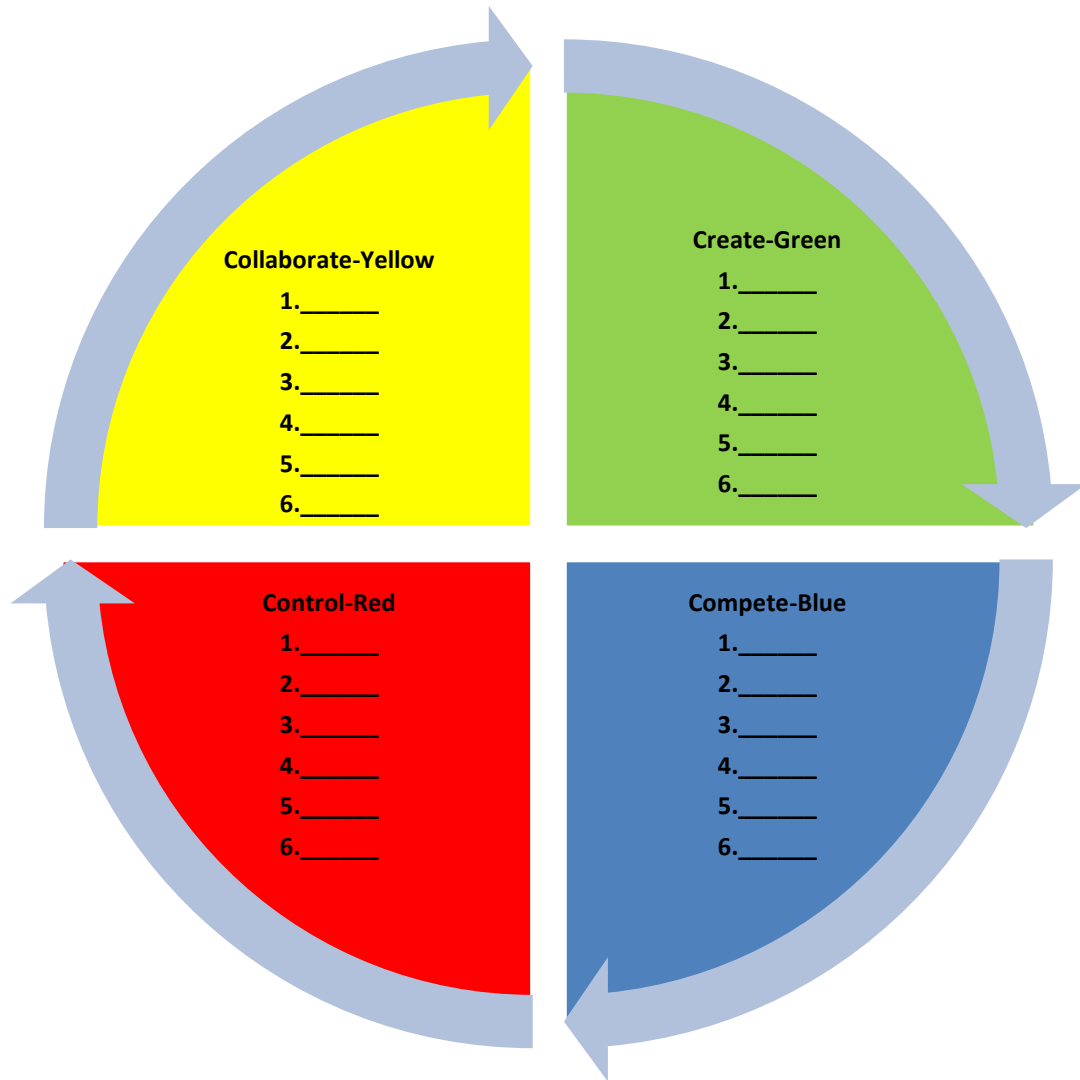
In this part of the Team Charter building Assignment, you will refer to your individual results on the Competing Values Framework assessment.

You will create a team profile of the CVF results.

You will create a plan for ensuring effective team work and to ensure that the team works toward achieving a team-based and individual Fundamental State of Leadership.

Complete the profile on the next page.

1. What is our team CVF profile? Write in each member's score in each quadrant.



Team Assignment 1 – Part 3

Team Analysis of Competing Values Framework

1. What observations can you make regarding the structure of the Competing Values Framework with your team? Is every quadrant represented? Is one or more quadrant under or over-represented? What does all this mean for the strengths of your team?

Write your team answer here:

2. Within your team, how will you avoid the negative extremes associated with each of the eight Leadership/Management CVF roles? Use the table on the following page for reference.

Write your answer here

Competing Values Model of Leadership in Our Team⁵

Leadership/ Managerial role	Key to Effectiveness	Effective Leader Behaviours	Extreme and Ineffective Behaviours	Team Member with strength in this role
Mentor	People focus	Compassion; Concern; Spontaneous; Expressive	Indulgent; Permissive; Undisciplined; Irresponsible	
Facilitator	Authenticity	Reflective; Mindful; Integrated; Principled	Stagnant; Inactive; Self- righteous; Indignant	
Monitor	Practicality	Factual; Realistic; Grounded; Questioning	Pessimistic; Destructive; Visionless; Hopeless	
Coordinator	Stability	Strong; Confident; Secure; Independent	Arrogant; Closed; Rigid; Inflexible	
Director	Task focus	Bold; Assertive; Responsible; Self-disciplined	Unresponsive; Guarded; Oppressive; Overbearing	
Producer	Energy	Active; Involved; Engaged; Energetic	Mindless; Unreflective; Compromised; Unprincipled	
Broker	Vision	Constructive; Visionary; Optimistic; Hopeful	Unrealistic; Unquestioning; Ungrounded; Deluded	
Innovator	Adaptability	Adaptive; Flexible; Open; Humble	Dependent; Weak; Uncertain; Insecure	

⁵ Quinn, Robert, E. (2004), *Building the Bridge As You Walk On It*, Jossey-Bass, San Francisco.

Team Assignment 1 - Part 4

Our Team and the Fundamental State of Leadership

Refer back to your own assessment on each of the 8 practices of the FSL.

1. Using the table that follows in this section, create a team profile of the FSL by computing team average scores for each of the 8 FSL attributes.
2. Describe how the team will function to enhance each of the 8 FSL attributes. Fill this in on the table.

Fundamental State of Leadership Practice	On a scale of 1 to 10 where 1 signifies that “We never practice this aspect of FSL behaviour” and 10 signifies “We always practice this FSL behaviour”, rate your team’s average current level of use of each of the FSL practices	The behaviour/attitude that the team will exhibit in planning and executing the team project and in all my interactions with others to improve on this aspect of FLS is:
Responsible freedom – free-flowing, spontaneous and expressive not undisciplined or irresponsible or unexpressive or guarded		
Reflective Action – mindful and reflective but not to the extreme of stagnation or to being mindless and unreflective		
Grounded Vision - creates a compelling vision of the future but is not ungrounded and deluded		
Adaptive Confidence – adaptive and flexible – capable of learning – not weak or without the strength to move forward		
Tough Love – show compassion – practice tough love – not over-indulgent or so challenging as to be oppressive		
Authentic Engagement – principled and ethical but so principles as to be uncommitted or unengaged or so committed as to be unethical or unprincipled		
Appreciative Inquiry – optimistic and constructive but not unrealistic and naive		
Detached Interdependence – humble and open to influence – not arrogant and isolate or weak and dependent		

Team Assignment 1 – Part 5

1. Create a Vision for Your Team.

Write your vision in this space. Remember the key aspects of an effective vision and ensure that you integrate these. 100 word maximum.

2. Select a Symbol that will represent your Team Vision. Place it below.

Place your symbol here

Team Assignment 1 – Part 6

1. How will we work together? Answer the following Questions.

- Support – how will we support the work of the team and each other?

Answer here

- Attendance – set the weekly meeting

Answer here

- Communication – how will you give respect to others –this is especially important in virtual forms of communication

Answer here

- Conflict resolution

Answer here

- How will you deal with unproductive behaviours?

Answer here

- How do we build leadership in each other?

Answer here

Assignment 1 – (32 points): RUBRIC

Item	Level 1 – far below expectations, standard or missing content	Level 2 –somewhat below minimum standards or expectations	Level 3 – meets to somewhat exceeds expectations and standard	Level 4 - exceeds standard and expectations by provision of exemplary work – indicates ability to create, plan and hypothesize about relationships and their implications for effective and rewarding work together as a team	
Rubric for TSCD assignment 1 – team charter	Remember, understand	apply	analyze	Evaluate and Create	
What will the team begin doing today to ensure that each member's behaviour and attitudes respect and reflect your top team 3 terminal and instrumental values? Identify very specific behaviours and attitudes.	Recognize and interpret, summarize, comparing and explaining- listing	Using, without analysing relationship to values or relating to how values are upheld through the behavior	analysing relationship to values or relating to how values are upheld through the behavior		planning, producing, designing, hypothesizing
What observations can you make regarding the structure of the Competing Values Framework with your team? Is every quadrant represented? Is one or more quadrant under or over-represented? What does all this mean for the strengths of your team?	Recognize and interpret, summarize, comparing and explaining – answer is descriptive – shows where each individual is – calculates some averages - perhaps	Identifies team strengths that result from team CVF profile	Distinguishes, selects, finds key team strengths – creates a compelling profile of the team based on keen observation of CVF analysis	Testing – identifies potential future patterns of behaviour based on results	
Within your team, how will you avoid the negative extremes associated with each of the eight Leadership/Management CVF roles? Use the table on the following page for reference.	Recognize and interpret, summarize, comparing and explaining - answer is descriptive	Using, executing – f own behaviours	Distinguishing, focusing and selecting,		planning, producing, designing, hypothesizing – relates back to CVF models of the team and integrates that perspective - especially, for example, identifying something like an imbalance and the potential dysfunctions - eg – we are very strong in collaboration – we may become stagnant, indignant, permissive – especially in a virtual environment
Describe how the team will function to enhance each of the 8 FSL attributes. Fill this in on the table.	Recognize and interpret, summarize,	Using, executing – comparing and explaining	finding coherence, integrating and structuring		planning, producing, designing, hypothesizing
Create a Vision for Your Team.	Recognize	Integrates values and fsl terms	Integrates values and fsl and kotter criteria		Vision is compelling and sounds like a unifying force firmly rooted in team strengths
Select a Symbol that will represent your Team Vision.	included		Symbol makes sense given the vision		Symbol is compelling and sounds like a unifying force firmly rooted in team strengths

How will we work together? Support; Attendance; communication; conflict resolution; unproductive behaviour and building leadership	Summarizes plan	Using, executing – eg. Included of own behaviours	Distinguishing, focusing and selecting, finding coherence, integrating and structuring		planning, producing – well- structured plans – consider virtual environment – integrates values and vision and the results of FSL; and CVF, in particular
Writing style	Few errors	Error free	Engages reader	Grabs your attention – the reader can feel the energy and commitment of the team and to working together by reading the Charter	

Comments:



Team Assignment 2

Planning Your Community Development Project

Team Project Plan: Assignment 2 includes details on the plan and format for presentations and submission of the written plans

The deliverables for this team assignment include:

- a) A written report
- b) An in-class oral presentation
- c) Submit one hard copy of this team assignment for assessment and post one copy per team to BLACKBOARD.

Written Plan (75%)

What happens here defines the quality of work for the term.

Specific content that must be included is as follows:

- 1) **Introduction** – give a brief overview of the team, the charity or not-for-profit to be served and what you will do

- 2) **Team vision and Values**

Specify the team's top 3 terminal values here. These will guide all your project activities and team and community interactions this semester. This information is used in assessing the quality of your work throughout the project phases and team interactions.

- 3) **Community needs analysis, selection of target group to be served and identification of organization that will be the beneficiary of you work**

This component of the assignment is an essential building block to a high quality team project. It must be completed carefully and thoughtfully and must fully engage all team members.

The purpose of this needs analysis is first to build your understanding of our local community and our needs. The second purpose is to consider how your team can best link community needs and team values through meaningful project work and interaction with one local charity or not-for-profit group.

You are looking for the link between who you are as a team and the development needs of our community.

3 a) Community needs

Each team will perform an assessment of the local community to build a profile of Windsor's "social fabric" for the purpose of identifying a target group for project support. You must identify a compelling need for a group that is closely tied to the shared values of the team.

The needs analysis is included as the first section of the team project plan because this analysis drives the plan and motivates the team and its members.

Some suggested sources of information for this research: (note that what follows is not an exhaustive list – there are other sources of community information of ways of uncovering community needs)

- I. Personal knowledge of and experience in the community – check your perceptions with the data – defend perceived needs;
- II. Contact with community leaders;
- III. Statistics Canada information on the community;
- IV. United Way website <http://www.weareunited.com/>

3 b) Target group and organization

Working from your team vision and values and an understanding of what our community needs, select a target group and then an agency that serves that group.

Carefully research the organization. What is their record of performance? Identify a contact person.

3 c) Community building, leadership development and project goals

State your fund raising target – this must be a minimum of **\$600**

For sweat equity projects – how will you measure success?

How will team members use your project work to increase your social networks?

How will the project work develop the leadership skills of each member?

State any additional goals that you have for the community, the team or your individual members.

4) Project Plan

Describe the Community Development project in detail. Precisely how will funds be generated or sweat equity offered?

This must be detailed and must include the name of contact person at agency and date on which this person was contacted. The name of venue at which event will be held, the name of the contact person at the venue and all costs involved. You must provide specific dates for the event and the date when you begin selling tickets, products or providing sweat equity and the dates on which sales or volunteerism will conclude. A pro forma cash flow and income statement must be included.

Note that total project expense may not exceed 25% of gross revenue. This is a critical performance criterion and will be used to assess all aspects of the team's work on this project.

Project plan elements

4 a) The idea – what will you do? Creativity is essential here and will form one aspect of the project assessment. Work in the green quadrant.

4 b) The business proposition – why will people give to your project? Why will people want you to engage in sweat equity for them? What makes your project unique – fun – inspirational?

4 c) The Project management plan – here you lay out the plan in relation to the time you have to complete it. Specify dates for completion of each phase of the plan. Assign responsibility for each aspect of the plan assignment. Link the activities carefully together. Identify the critical path – those events that must happen in the specified order so that the plan will be successful. This is a critical phase – it will take time and everyone's full attention. Identify the critical path – what must happen and in what order things must happen – this establishes a series of deadlines for activities and motivates team members.

4 d) Detailed Marketing Plan

- I. Promotion;
- II. Pricing
- III. Sponsorship
- IV. Public relations and media strategy – how will you raise awareness for the event and for the charity or not-for-profit agency? How will you attract local media coverage?

4 e) Sweat Equity Projects.

If you are working with “sweat equity” (i.e. performing a service on a volunteer basis) all hours are priced at minimum wage rates. Provide the specific dates and times when the services will be donated. You must work as a team – work cannot be done individually and aggregated.

RULES FOR PROJECT SELECTION AND CONDUCT – READ THESE CAREFULLY!!!

Every team member is individually responsible for ensuring that all of the following rules are followed:

1. ALL PROJECTS AND EVERY ASPECT OF THE PROJECTS MUST REPRESENT AND REFLECT THE HIGHEST MORAL VALUES AND SOCIALLY RESPONSIBLE BEHAVIOUR.
2. The projects must be challenging, creative and make maximum use your knowledge, skills and talents – you have to stretch yourself and your team.
3. You must treat your team members, class members and members of the community with respect and dignity at all times.
4. Diversity of all types must be respected in all aspects of this community development work.
5. No aspect of the marketing of events or the events themselves shall be demeaning to anyone in any fashion.
6. All community development work must be performed within Windsor and Essex County and must directly benefit the members of this community.
7. You must make face to face contact with the agency representative and gain their approval for your philanthropic work prior to project approval.
8. You must make face to face contact with any local vendors.
9. Any proposed changes in the project plan must be reported to the instructor immediately and approved by them.
10. Any proposed changes in the project plan must be reported to the agency or not-for profit immediately and approved by them. Report these changes to the instructor first.
11. Reserve venues early and get written confirmation of the reservation. **You must request official confirmations from all vendors.**
12. There are a limited number of bookings available at the St. Denis centre. These will go quickly. If you wish to book this facility do so very early in the planning process.
13. Do not sign contracts unless you have the approval of the team.
14. All projects must be started and completed by the dates specified in your course outline.
15. “Bar nights” and other activities that promote the use of alcohol are strictly prohibited.

16. Fund raising dinners are prohibited.
17. No events can be scheduled for the University Pub.
18. If you are planning on using any facilities in the CAW Centre you must have written approval from their representatives and will require confirmation be sent by the instructor to the CAW Centre.
19. You cannot hold bake sales.
20. You cannot sell food on University property without the express approval of Food Services. You must have this approval in writing.
21. All activities of the teams must reflect the highest professional and ethical standards and conduct.
22. All activities of the teams must reflect positively on the charity or not-for-profit agency, each team member, the teams as a whole, the class, the professor, the Odette School of Business, the University of Windsor and the Windsor community.
23. Your plan must be innovative. You cannot simply plan to run an event that is already planned by an agency. This includes any event related to the mandate of any other association or student club. Many student clubs already have charities that they serve. Your project cannot in any way “piggy back” on their efforts. Your idea has to be innovative.
24. Your idea must involve a degree of creativity and use your business skills.
25. You cannot depend on the agency for any resources. They may volunteer some help but you cannot expect them to do so. For example, you cannot expect them to contact people, send faxes, or in any other way employ their resources on your behalf. This is your team project – not that of the agency.
26. All encumbrances and potential consequences (financial or otherwise) shall be willingly assumed by each team member.
27. You cannot alter or deface in any way official logos or signage of the charity. You must have official approval from the agency to use signage and logos.
28. Once you have contacted the agency and negotiated a relationship with them or otherwise committed to raising funds for the agency, you cannot break this commitment. All funds raised and activities in the projects must be directed toward the benefit and good reputation of the agency to which you originally committed.
29. A minimum of **75% of all gross proceeds** from events must be donated to the agency. Therefore **total expenses for the project cannot exceed 25%.**

30. Prior to a grade being assigned, the instructor must receive official documentation on agency letter head that the funds have been received.

Written Plan Submission (75%)

Submit a hard copy of the report to the instructor at the beginning of class on the date of the project plan presentation. Upload an electronic copy to BLACKBOARD.

The report is to be typed and double spaced

The In-class Team Presentation of Plan (25%)

- I. Business attire is required for all presentations in this course. That means business suits are required.
- II. The presentations will take place on the date specified in your course outline.
- III. The team presentation shall be no longer than 6 minutes in length, depending on the number of teams in the class.
- IV. This presentation consists of the presentation of the project as detailed under item 6 above: "Project Plan".
- V. The fund raising idea must be clearly and enthusiastically communicated.
- VI. You must detail all the financial aspects or sweat equity aspects of the plan.
- VII. You must show proof that you have made face to face contact with the agency and gained their approval for your idea. You must show proof of face to face contact with any vendors.
- VIII. All team members must participate.
- IX. You must use quality visual aids to support your presentation. No video may be used. You cannot have more than 10 slides.
- X. The quality of your presentation in terms of content and delivery are assessed. High impact presentation skills are essential.
- XI. I want to see that you are passionate about your idea and that every member and the team as a whole are fully committed to community building.

Assignment 2 – Written Report (75 points): RUBRIC

Sweat Equity Projects. If you are working with “sweat equity” (i.e. performing a service on a volunteer basis) all hours are priced at minimum wage rates. Provide the specific dates and times when the services will be donated. You must work as a team – this cannot be done individually and aggregated.

	well below standard Level 1	Somewhat below standard Level 2	At the Standard/somewhat above Level 3	above Standard Level 4	well above standard Level 5
Project plan proposal					
INTRODUCTION – give a brief overview of the team, the charity or not-for-profit to be served and what you will do 5 marks	Missing	does not give insight into what is to follow	Direct while being comprehensive Gives insight into what is to follow	level 3 plus focuses on select key results ties project to team and leadership development	level 4 plus creative and integration of key theories

TEAM VISION AND VALUES

Specify the team’s top 3 terminal values here. These will guide all your project activities and team and community interactions this semester. This information is used in assessing the quality of your work throughout the project phases and team interactions.

5 marks

Level 1

Section is missing

Score zero

If section present – level 5 At standard – score 5 if all three values are listed

	Level 1	Level 2	Level 3	Level 4	Level 5
COMMUNITY NEEDS ANALYSIS, SELECTION OF TARGET GROUP TO BE SERVED AND IDENTIFICATION OF THE ORGANIZATION THAT WILL BE THE BENEFICIARY OF YOUR WORK NEEDS ASSESSMENT 10marks This component of the assignment is an essential building block to a high quality team project. It must be completed carefully and thoughtfully and must fully engage all team members. The purpose of this needs analysis is first to build your understanding of our local community and our needs. The second purpose is to consider how your team can best link community needs and team values through meaningful project work	Level 1 Shows no understanding of our community needs No link made between community needs and team values	Level 2 Shows surface level of the needs of our community and the target group No specific community level research cited A strong link to team values is not made	Level 3 Shows an acceptable understanding of our community and the target group Integrates at least one piece of local level research and statistics on community development issues	Level 4 Level 3 plus Shows a superior understanding of our community and the target group Integrates more than 1 piece of local level research and statistics on community development issues	Level 5 Level 4 plus: Research is timely, broad and in depth Creates a very compelling case through linking team values to the community needs and the needs of the target group

and interaction with one local charity or not-for-profit group. You are looking for the link between who you are as a team and the development needs of our community.					
TARGET GROUP AND ORGANIZATION Working from your team vision and values and an understanding of what our community needs, select a target group and then an agency that serves that group. Carefully research the organization. What is their record of performance? Identify a contact person. 5 marks	Level 1 Target group is not well-defined –agency seems to be selected without any consideration of team values and vision	Level 2 A strong link to the organization is not made – the organization choice seems to come before or in spite of the community needs analysis Organization and/or target group are not well researched	Level 3 indicates link to team values and to the target group and agency choice Organization and target group are well researched Name of contact person is included	Level 4 Level 3 plus: Argues persuasively From the basis of quality research, the connection to team values and vision , the target group and the organization are very clearly articulated Provides insightful analysis of how these needs are linked to team values Link is made to vision Name of contact person is included	Level 5 Level 4 plus: Analysis does address some of the trades offs – in that some team values may be better served than others Creativity is present in linking values and vision to Target group and then to organization Name of contact person is included
Community building goals 5 marks	Level 1 Offers little to no insight or does not attempt to consider what difference the team can make as a result of their time spent in the community	Level 2 Offers some insight into what can be accomplished in making a difference in our community – but it is general and mostly repetition of the project goals	Level 3 Considers the community impact of the project – appears to consider making a difference in the long term	Level 4 level 3 plus: makes a strong case for the impact of their project and gives mention to the factor of raising community awareness of the organization and the target group needs into the future.	Level 5 level 4 plus: mentions how this works will grow the leadership capacity of the community is future oriented looking for lasting impact discussion is energizing
Leadership goals 5 marks	Level 1 Offers little to no insight or does not attempt to consider what members can accomplish in relations to building their leadership as a team or as individuals	Level 2 Offers some vague discussion of the tie between the project and their personal and team leadership development	Level 3 Is clear about the opportunities for leadership growth and development that are provided through their project	Level 4 Level 3 plus: Uses terminology from learning in leadership – mentions development of authentic leadership, growing within the CVF framework, achieving growth in the FSL	Level 5 Level 4 plus: Shows competency at creating and judging – ties development to values and vision of team and team members Considers building leadership capacity within the agency
Project goals 5 marks	Level 1 Vague, not inspiring or missing	Level 2 Present but do not reflect SMART goal principles	Level 3 Present and reflect SMART goal principles	Level 4 Level 3 plus Goals are challenging Goals reflect vision and values and community needs	Level 5 Level 4 plus: Integrate thinking on leadership development

<p>The idea – what will you do? Creativity is essential here and will form one aspect of the project assessment. 10 marks</p> <p>Level attainment X2 = score/10</p>	<p>Level 1</p> <p>Is not at all representative of the level of thinking or of the demands required of second year business students</p>	<p>Level 2</p> <p>Is not challenging or a creative use of the knowledge, skills and abilities of second year business students</p>	<p>Level 3</p> <p>Is somewhat challenging or a somewhat creative use of the knowledge, skills and abilities of second year business students</p>	<p>Level 4</p> <p>creative use of the knowledge, skills and abilities of second year business students</p>	<p>Level 5</p> <p>The idea is very innovative – the team is breaking new ground – using state of the art and future oriented thinking about business and the effective service of community needs</p>
<p>The business proposition: – why will people give to your project? What makes your project unique – fun – inspirational?</p> <p>5 marks</p>	<p>Level 1</p> <p>Shows no thought essentially – they will come because it's a good cause or they will want us to work because they need volunteers</p>	<p>Level 2</p> <p>Shows very little thought</p> <p>Gives little attention to establishing uniqueness</p>	<p>Level 3</p> <p>Is thoughtful</p> <p>Gives attention to uniqueness – answers the question of why people would want the team to volunteer and/or attend the event because of something new, desirable and different that is offered</p>	<p>Level 4</p> <p>Level 3 plus:</p> <p>Clearly defines a number of unique features that are attractive</p>	<p>Level 5</p> <p>Level 4 plus:</p> <p>The proposition is inspirational and appeals to the best in all of us</p>
<p>The Project management plan (10 marks) –Specify dates for completion of each phase of the plan. Assign responsibility for each activity. Link the activities carefully together. Identify the critical path – those events that must happen in the specified order so that the plan will be successful. what must happen and in what order things must happen</p> <p>Level attainmentX2 = score/10</p>	<p>Level 1</p> <p>Time line is missing</p>	<p>Level 2</p> <p>Time line is vague some critical events are omitted</p>	<p>Level 3</p> <p>Provides dates and timelines</p> <p>Links events together</p> <p>Seems to have a critical path</p>	<p>Level 4</p> <p>Level 3 plus:</p> <p>includes at least 1 project management tool</p>	<p>Level 5</p> <p>Level 4 plus:</p> <p>Includes comprehensive use of project management tools</p>
<p>Detailed Marketing Plan (10 marks)</p> <p>I. Promotion;</p> <p>II. Pricing</p> <p>III. Sponsorship</p> <p>IV. Public relations and media strategy – how will you raise awareness for the event and for the charity or not-for-profit agency? How will you attract local media coverage?</p> <p>Grading: max. 5 marks each – 5X4 = 20/2 = 10 marks</p>					
<p>Promotion;</p>	<p>Level 1</p> <p>missing</p>	<p>Level 2</p> <p>Too dependent on word of mouth and flyers</p>	<p>Level 3</p> <p>Uses at least two approaches</p> <p>Mostly dependent on traditional media and facebook</p>	<p>Level 4</p> <p>Uses at least three approaches and attempt to raise awareness of both the event and cause</p> <p>Integrates social media and plans for radio and television coverage</p>	<p>Level 5</p> <p>Level 4 plus:</p> <p>Includes an innovative social media strategy</p> <p>It is very highly likely that the agency will benefit into the future from this pricing strategy</p>

Pricing – provides basis for rule that expenses cannot exceed 20% of gross profit	Level 1 Missing or is not logical	Level 2 Violates the 20% rule	Level 3 Pricing meets 20% Appears to make sense given who is attracted to event For sweat equity projects hours are priced at prevailing min. wage	Level 4 Level 3 plus: Includes incentives to purchase tickets early or discounts for providing other goods/services to the target agency	Level 5 Level 4 plus incentive to purchase multiple tickets and provide other support for the target agency It is very highly likely that the agency will benefit into the future from this pricing strategy
Sponsorship	Level 1 No plan for sponsorship	Level 2 Plan for sponsorship is naive or very poorly thought out	Level 3 Plan for sponsorship considers team members' network and includes letters to sponsors and incentives for sponsorship	Level 4 Level 3 plus: Sponsorship is very clearly integrated in marketing plans	Level 5 Level 4 plus: Innovative means of encouraging sponsor sign on are included The sponsorship plan is very creative and challenging
Public relations	Level 1 Missing	Level 2 Plan lacks detail that would successfully keep all parties updated on the progress of the team	Level 3 Has a plan to spread information on a consistent and timely basis between the team, the organization and the public	Level 4 Level 3 plus: Social media strategy raises awareness of community development, target group and the work of the team	Level 5 Level 4 plus: Plan is creative and dynamic and exciting
Quality of Writing This is considered in the assessment of every component as is not graded separately. A team cannot receive level 4 or 5 in any section unless the quality of writing is also at level 4 or 5	well below standard Numerous (more than 5) grammatical errors and/or incomplete sentences. Style is unprofessional.	Somewhat below standard Three or fewer grammatical errors and/or incomplete sentences. Style is unprofessional.	At the Standard/somewhat above No grammatical errors and/or incomplete sentences. Style is professional.	above Standard No grammatical errors and/or incomplete sentences. Style is professional. Writing is engaging and energetic.	well above standard No grammatical errors and/or incomplete sentences. Style is professional. Writing is engaging and energetic. The writing grabs the reader and is very persuasive.

Total available marks - 75

Project plan presentation elements: RUBRIC

Focus on (item 6) -

The idea – what will you do? Creativity is essential here and will form one aspect of the project assessment.

The business proposition – why will people give to your project? What makes your project unique – fun – inspirational?

The Project management plan – here you lay out the plan in relation to the time you have to complete it. Specify dates for completion of each phase of the plan. Assign responsibility for each Assignment. Link the activities carefully together. Identify the critical path – those events that must happen in the specified order so that the plan will be successful. This is a critical phase – it will take time and everyone’s full attention. Identify the critical path – what must happen and in what order things must happen – this establishes a series of deadlines for activities and motivates team members.

Detailed Marketing Plan

- V. Promotion;
- VI. Pricing
- VII. Sponsorship
- VIII. Public relations and media strategy – how will you raise awareness for the event and for the charity or not-for-profit agency? How will you attract local media coverage?

Sweat Equity Projects.

If you are working with “sweat equity” (i.e. performing a service on a volunteer basis) all hours are priced at minimum wage rates. Provide the specific dates and times when the services will be donated. You must work as a team – this cannot be done individually and aggregated.

Please ensure that your idea adheres to the rules

The In-class Team Presentation of Plan (25%)

- XII. Business attire is required for all presentations in this course. That means business suits are required.
- XIII. The presentations will take place on the date specified in your course outline.
- XIV. The team presentation shall be no longer than 9 minutes in length.
- XV. This presentation consists of the presentation of the project as detailed under item 6 above: “Project Plan”.
- XVI. The fund raising idea must be clearly and enthusiastically communicated.
- XVII. You must detail all the financial aspects or sweat equity aspects of the plan.
- XVIII. You must show proof that you have made face to face contact with the agency and gained their approval for your idea. You must show proof of face to face contact with any vendors.
- XIX. All team members must participate.
- XX. You must use quality visual aids to support your presentation. You cannot have more than 10 slides.
- XXI. The quality of your presentation in terms of content and delivery are assessed. High impact presentation skills are essential.

- XXII. I want to see that you are passionate about your idea and that every member and the team as a whole are fully committed to community building.

Grading Rubric Team Project proposal presentation

Team number			
Business attire	Yes		No
The idea – is it innovative – does it use members' talents and skills?	Poor	Good	Great
The not for profit (NFP) –fits team values?	Poor	Good	Great
Business proposition clarity	Poor	Good	Great
The plan: presents a good overview	Yes		no
Time line is logical	yes		no
Responsibilities are assigned	yes		no
Marketing plan: presents a good overview	yes		no
Energetic communication	yes		no
Effective transitions between speakers	yes		no
Appears well rehearsed	yes		no
Error free PPT slides	yes		no
Comments and grade:			



Team Assignment 3

Final Project Presentation and Written Report

Final Project Presentation and Written Report

Presentation (25%)

Participation: All members must have a speaking role of approximately the same length

Content:

1. Discuss the core team values
2. Describe the choice of charity and how it links to team values
3. Describe the vision for the project
4. Describe the project activities and outcomes
5. Use organizational behaviour principles and theory to analyze the relative level of success of your community building project.
6. Discuss Key lessons learned and advice to other teams:
 - a. On community building projects
 - b. On team work
 - c. On leadership
7. Business attire is required.
8. In assessing the presentation, 15% of the grade will be assigned based on the professor's assessment of the overall impact and challenge of the project.

Final Project Written Reports (75%)

1. Describe the core team values - ½ page
2. Describe the choice of charity and how it links to team values – ½ page
3. Describe the vision for the project – ½ page
4. Describe the project activities and outcomes – 2 pages
5. Use organizational behaviour principles and theory to analyze the relative level of success of your community building project. – 2 pages
6. Lessons learned and advice to other teams: 3 page minimum m- 5 page maximum
 - a. On community building projects –
 - b. On team work –
 - c. On leadership
7. Conclusion: - ½ page
8. In assessing the written report, 15% of the grade will be assigned based on the professor's assessment of the overall impact and challenge of the project.

<p>TSCD assignment 3 – final report</p>	<p>Final Project Written Reports (75% - of final grade on this aspect of the course – 45 marks)</p> <ol style="list-style-type: none"> Describe the core team values - ½ page Describe the choice of charity and how it links to team values – ½ page Describe the vision for the project – ½ page Describe the project activities and outcomes – 2 pages Use organizational behaviour principles and theory to analyze the relative level of success of your community building project. – 2 pages Lessons learned and advice to other teams: 3 page minimum m- 5 page maximum <ol style="list-style-type: none"> On community building projects – On team work – On leadership Conclusion: - ½ page <p>In assessing the written report, 5 marks of the grade will be assigned based on the professor’s assessment of the overall impact and challenge of the project. In addition, 5 marks are assigned to an assessment of the writing style.</p>					
Item		Level 1 – well below standard or missing content	Level 2 – below the standard	Level 3 – meets or somewhat exceeds standard	Level 4 - exceeds standard – exemplary work – indicates ability to create, plan and hypothesize about relationships and their implications for PLD	
		1	2	3	4	5
1. Team core values		Recognize and interpret, summarize, comparing and explaining – some missing – some errors	Using, executing – eg. Included of own behaviours -some errors	finding coherence, integrating and structuring – is strengths- based – error free – comprehensive while focusing on select key results	is clearly strengths based comprehensive while focusing on select key results with discussions of implications for leadership development	is very clearly strengths based and leadership development focused comprehensive while focusing on select key results with discussions of implications for individual and team leadership development
2. Charity and link to team core values		Analysis wanders and is vague or is not related to the topic.	Analysis is descriptive and has little detail.	Analysis is descriptive but covers the topic in detail.	Analysis demonstrates clear engagement with course material related to values and takes the reader beyond description.	Level 4 – extends ideas – finds new values in combination of team and NFP values Thoughtful answers relating values to core values of charity (NFP)
3. Vision		Vision is stated but does not tie to values	Vision is stated and ties to team values	Vision is stated and ties to team values and is compelling	Vision is stated ties to both <u>team</u> and <u>NFP values</u> and is compelling	Level 4 plus impactful and future oriented – looking to make lasting change through executing this vision
4. Describe the project activities and outcomes – 2 pages		Offers weak summary and generalized outcomes	Offers very few specifics	Considers some theory in discussion of activities – stages of group develop, for example	Level 3 –use of additional theory – eg. Leadership, communication, conflict resolution	Level 4 – plus - comprehensive while focusing on select key results with discussions of implications for individual and team leadership development
5. Use organizational behaviour principles and theory to analyze the relative level of success of your community building project. – 2 pages		Few principles if any are identified – speaks in generalities –“common sense”	Recognize and interpret, summarize, comparing and explaining	Distinguishing, focusing and selecting, finding coherence, integrating and structuring – is strengths-based	Critiquing, judging, detecting and testing – is strengths based and specific	hypothesizing, is strengths based, specific and creative

6. Lessons learned and advice to other teams: 3 page minimum m- 5 page maximum On community building projects On team work – On leadership		Few principles if any are identified – speaks in generalities – “common sense” – eg. We learned how to work together	Recognize and interpret, summarize, comparing and explaining -mentions but does not really seek to apply theory-	Distinguishing, focusing and selecting, finding coherence, integrating and structuring – is strengths-based Advice is well founded in theory and covers all three requirements – community development,, team work and leadership	Level 3 plus - is strengths based and specific	Level 4 plus - creative
7.Conclusion: - ½ page		Conclusion does not mention main points or topic.	Conclusion does not summarise main points.	Conclusion is recognisable and ties up almost all loose ends.	Conclusion effectively summarises topics.	Conclusion effectively wraps up and goes beyond restating the project details. Considers potential for future leadership development and community engagement.
8.Writing style	Numerous errors	Few errors	Error free but not engaging – tends to be over-written and a little confusing – lacks professional business writing style	Engages reader and is professional – avoids jargon – is direct and clear – good structure to presentation	Engages reader and is professional – avoids jargon – is direct and clear Grabs your attention through well-crafted prose Very well-structured presentation of material and arguments	Engages reader and is professional – avoids jargon – is direct and clear Grabs your attention through wellcrafted prose Asks reader to do something as a result of reading
9.Overall impact and challenge of the project		Not challenging at all – not up to the Odette standard of performance for second year business students	Somewhat challenging but did not stretch skills to any noticeable degree	At the appropriate level of challenge for second year business students	Project was exciting and challenging – will help team build a reputation for excellence in the community	Level 4 plus – project was highly creative and innovative

Comments:

Total marks available 45

TSCD assignment
3 – final
presentation

Presentation (25% - graded out of 55 marks)

Participation: All members must have a speaking role of approximately the same length

Content:

1. Discuss the core team values
2. Describe the choice of charity and how it links to team values
3. Describe the vision for the project
4. Describe the project activities and outcomes
5. Use organizational behaviour principles and theory to analyze the relative level of success of your community building project.
6. Discuss Key lessons learned and advice to other teams:
 - a. On community building projects
 - b. On team work
 - c. On leadership
7. Business attire is required.
8. In assessing the presentation, 15% of the grade will be assigned based on the professor's assessment of the overall impact and challenge of the project.

Item	Level 1 – well below standard or missing content	Level 2 – below the standard	Level 3 – meets or somewhat exceeds standard	Level 4 and level 5 - exceeds standard – exemplary work – indicates ability to create, plan and hypothesize about relationships and their implications for PLD	
1. Team core values	Recognize and interpret, summarize, comparing and explaining – some missing – some errors	Using, executing – eg. Included of own behaviours -some errors	finding coherence, integrating and structuring – is strengths- based – error free – comprehensive while focusing on select key results	is clearly strengths based comprehensive while focusing on select key results with discussions of implications for leadership development	is very clearly strengths based and leadership development focused comprehensive while focusing on select key results with discussions of implications for individual and team leadership development
2. Charity and link to team core values	Analysis wanders and is vague or is not related to the topic.	Analysis is descriptive and has little detail.	Analysis is descriptive but covers the topic in detail.	Analysis demonstrates clear engagement with course material related to values and takes the reader beyond description.	Level 4 – extends ideas – finds new values in combination of team and NFP values Thoughtful answers relating values to core values of charity (NFP)
3. Vision	Vision is stated but does not tie to values	Vision is stated and ties to team values	Vision is stated and ties to team values and is compelling	Vision is stated ties to both <u>team</u> and <u>NFP values</u> and is compelling	Level 4 plus impactful and future oriented – looking to make lasting change through executing this vision
4. Describe the project activities and outcomes –	Offers weak summary and generalized outcomes	Offers very few specifics	Considers some theory in discussion of activities – stages of group develop, for example	Level 3 –use of additional theory – eg. Leadership, communication, conflict resolution	Level 4 – plus - comprehensive while focusing on select key results with discussions of implications for individual and team leadership development
5. Use organizational behaviour principles and theory to analyze the relative level of success of your community building project.	Few principles if any are identified – speaks in generalities –“common sense”	Recognize and interpret, summarize, comparing and explaining	Distinguishing, focusing and selecting, finding coherence, integrating and structuring – is strengths-based	Critiquing, judging, detecting and testing – is strengths based and specific	hypothesizing, is strengths based, specific and creative

Item	Level 1 – well below standard or missing content	Level 2 – below the standard	Level 3 – meets or somewhat exceeds standard	Level 4 and level 5 - exceeds standard – exemplary work – indicates ability to create, plan and hypothesize about relationships and their implications for PLD	
6. Lessons learned and advice to other teams: 3 page minimum m- 5 page maximum On community building projects On team work – On leadership	Few principles if any are identified – speaks in generalities –“common sense” – eg. We learned how to work together	Recognize and interpret, summarize, comparing and explaining -mentions but does not really seek t o apply theory-	Distinguishing, focusing and selecting, finding coherence, integrating and structuring – is strengths-based Advice is well founded in theory and covers all three requirements – community development,, team work and leadership	Level 3 plus - is strengths based and specific	Level 4 plus - creative
7.Conclusion:	Conclusion does not mention main points or topic.	Conclusion does not summarise main points.	Conclusion is recognisable and ties up almost all loose ends.	Conclusion effectively summarises topics.	Conclusion effectively wraps up and goes beyond restating the project details. Considers potential for future leadership development and community engagement.
8.Business attire	Most members no	Some members not all -	Suits and ties – neatly pressed – ladies conservatively dressed in business attire	Level 5 – all members in conservative business attire – team looked uniform and ready to impress audience.	
9.PPT slides	Many errors	Some errors	Error free – not visually attractive – too much text – too many images	Level 3 plus – visually attractive	Level 4 plus – showed expertise at managing visual aspects of this presentation – mastered the media
10.Time	Very short or very long	Somewhat short or somewhat long - some members had very brief opportunities to present others – were quite long	Precise use of time-	Level 4 – time was used masterfully and spent on themes that brought interest to the presentation	Level 4 plus – excellent transitions between speakers – seemed very seamless
11.Overall impact and challenge of the project	Not challenging at all – not up to the Odette standard of performance for second year business students	Somewhat challenging but did not stretch skills to any noticeable degree	At the appropriate level of challenge for second year business students	Project was exciting and challenging – will help team build a reputation for excellence in the community	Level 4 plus – project was highly creative and innovative

Comments:

Total marks available 55